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CLF Equality, Diversity and Inclusion Statement

Wallscourt Farm Academy, part of the Cabot Learning Federation (CLF), recognises, and celebrates diversity, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, sex, gender reassignment, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do. We recognise the following duties under the Equality Act 2010:

- Eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Act;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fostering good relations across characteristics - between people who share a protected characteristic and people who do not share it.

Regardless of the statutory responsibilities the CLF recognises the positive impact that a cohesive and inclusive EDI strategy can achieve. This includes but is not limited to:

1. Ensuring that all students maximise their potential regardless of their background or characteristics.
2. Responding to the changing diversity of our students, communities or colleagues and the opportunities this presents.
3. Addressing under representation within the work place and in particular within leadership positions. Broad representation is key to ensuring that both pupils and staff have positive role models to provide inspiration and ambition.
4. Deliberately pursuing strategies to ensure fair and equal pay opportunities for different groups, including addressing the gender pay gap.
5. Harnessing the power and leverage of leadership within the Academy
6. Celebrating the opportunities created through EDI

At Wallscourt Farm Academy we recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key. We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important; alongside delivering equity of opportunity for our pupils whilst fostering an inclusive culture where differences are valued and enhanced. This is a continuous process where long term and sustainable plans are key.

Wallscourt Farm Academy holds a long and deep commitment to welcoming diversity, examples of which are demonstrated on a day-to-day basis throughout the Academy. The culture of Wallscourt Farm Academy has supported the aim to positively encourage EDI. Our specific diversity related achievements in **2022/23** include:

1. **To ensure that all texts used to inspire learners, as readers and writers, are diverse in terms of authors and protagonists.**
 - We have been encouraging teaching teams to explore different characters in stories when developing characters e.g. Year 4 looking at a variety of different characters to inspire their Arthur and the Golden Rope story.

- At the start of the academic year, teaching teams and members of the senior and middle leadership teams reviewed the 39 week curriculum to ensure there was diversity in the texts being used. We have also begun to look through our libraries to ensure there are no books which are not in line with our ethos and values.
- Teaching teams have also been mindful when selecting their enquiry texts so they are diverse in terms of authors and protagonists. For example, in Year 2 they have been exploring alternative versions of Red Riding Hood, Goldilocks and Rapunzel including different genders and cultures; in Year 3 a popular text with the learners this year has been 'The Name Jar'; in Year 5 texts like Rama and Sita have been explored and when writing their own versions of the tale, learners have explored writing it as Sita being the hero/protagonist. The EDI lead has been carrying out learning walks to see this teaching in practice as well as images and visuals being used in our teaching resources.
- As well as in enquiries, teaching teams are mindful when choosing a wide range of diverse texts to explore when being a reader and the texts they use for their class stories. The EDI lead has continually been monitoring class stories by carrying out pupil voice and shared these findings with the teaching teams and the Academy Council.

2. To review key policies, to include EDI statements and reference to identity-based bullying including online.

- Following our partnership with Equaliteach, we followed guidance provided by them in updating our Leadership of Learning policy and our Anti Bullying policy so that it included explicit reference to identity based bullying. We were also supported by Equaliteach, when writing our Equality, Diversity and Inclusion policy. This was shared with the Academy Council which has staff, community and parent members.
- The Vice Principal and EDI lead in the school worked in partnership with the Anti Bullying Alliance. This included a pupil voice to assess how safe learners felt at WFA which could then advise our next steps. Following this teaching teams carried out Home Zone gatherings to support learners in knowing how to respond to bullying including identity based bullying. The impact of these has been positive and best practice has been planned in and will advise CPD sessions in the next academic year.
- Support has been gained when necessary from the trust EDI lead when necessary.

3. To ensure all pupils are being heard and included, and that our celebration systems challenge any stereotypes or inequalities.

- As part of the transition meetings, teaching teams shared the celebration gathering certificates from the last academic year to ensure that learners are being celebrated for something different, which should challenge stereotypes and inequalities.
- The EDI lead has continually carried out pupil voice and learning walks to ensure all learners are being heard and included, focusing on ensuring all learners are being questioned.
- This year, as a school, we have adopted the Halo Code and shared this with our families and wider community.

4. To fully embed the Agents of Change group and induct a new cohort to ensure succession planning.

- A group of learners attended a whole day session with Equaliteach to establish an Agents for Change group who would support the EDI learning for our pupils. Since then, they have lead several whole school Gatherings on the protected characteristics. These included identity, religion, race, gender and families.
- The Agents for Change have been involved in regular meetings and pupil voice opportunities throughout the year including topics such as Anti Bullying, Online Safety, Class Stories and Being a Citizen.
- The Agents for Change initiative of producing and sharing 'The WFA Happy News' has continued into this academic year, it has been positive in drawing attention to wider school events such as Black History Month, our Holi celebrations, our Ramadan celebrations, the Lion Dance for Chinese new year and Odd Socks Day for Anti Bullying week.
- With the help of FWFA, we have purchased two Friendship benches, that the Agents for Change held a design competition for and then voted on the winning design. This year it will be being painted and then shared before putting it in the playground for learners to use.

The pursuit of the EDI agenda is a continuous process and our next objectives in 2023/24 are:

1. **Building on developments form previous years, create a reading spine for each year group that is diverse and representative of the protective characteristics.**
2. **Carry out pupil voice to capture learner feedback about identity based bullying and esteem and belonging.**
3. **Provide continued professional development for our staff body, including lunchtime leaders and out of hours staff. The professional development will include restorative approaches, challenging stereotypes, and unconscious bias.**

Charlotte Black
Principal



“The correct analogy for the mind is not a vessel that needs filling, but wood that needs igniting.”
Plutarch